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President/CEO

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## What is Iowa Jobs for America's Graduates?

Iowa Jobs for America's Graduates (iJAG) is a nonprofit organization established in 1999. For over 10 years iJAG has helped students knock down barriers by unlocking student potential. iJAG provides a comprehensive school-to-career program for high school students who are faced with multiple barriers to success. Our program teaches performance competencies which are needed in order for our students to: succeed in school, thrive in the workplace, and lead productive and fulfilling lives. Our vision is to lead every iJAG student to graduation, post-secondary education, a successful career, and life-long learning.

## Who are iJAG Students and How Are They Eligible for the Program?

Our students, identified by their school and iJAG staff, are among those at the highest risk of disengaging and/or dropping out of school. iJAG students typically are in need of additional support in order to make a successful transition from high school to adulthood. iJAG serves young people with "barriers to success". The more barriers to success that a young person has the more he or she is considered at-risk of graduating from high school or having a successful transition from school to an entry level job that leads to a career. iJAG students across Iowa average seven barriers.

## What Does iJAG Do For Its Students?

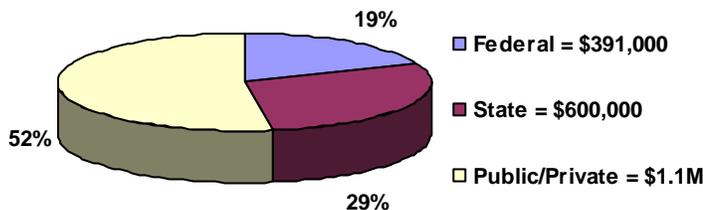
iJAG provides students with life skills and job attainment as well as academic support, assistance with post secondary transition, and leadership development. iJAG helps students identify interests and achievable career plans through job shadowing, part-time jobs, community service projects, skills competitions and service learning. iJAG follows each student for one year after graduation in order to assist them in overcoming any barriers that might impede their continued success.

## How Many Students Does iJAG Serve Annually?

In 2009-2010, iJAG has 27 programs in 24 schools across Iowa and provides programming to over 1,000 in-school youth, and follow-up services to 400 students from the high school graduating class of 2008-09. In iJAG's ten year history, we have served over 5,000 students. The program is modeled after the highly successful and nationally proven Jobs for America's Graduates (JAG) organization. In their 28-year history National JAG has served nearly 600,000 youth since its inception and is currently helping over 40,000 students in 734 programs in 32 states.

## How is iJAG Administered and Funded?

iJAG Education Specialists are assigned to partnering schools across Iowa. Management staff administers iJAG from the central office in Des Moines. iJAG's projected Annual Operating Budget is \$2.1M. iJAG is one of the most cost effective programs in Iowa and in the nation.



<b>Average Cost Per Student</b>	<b>\$1,944</b>
<b>Cost Per School</b>	<b>\$13,000</b>
<b>Local iJAG Program Cost</b>	<b>\$76,232</b>

## How Does iJAG Benefit the Community?

iJAG benefits Iowa by: increasing high school graduation rates, preparing high school students to enter the workforce, preparing youth to become productive members of our community, decreasing juvenile crime and delinquency, and by increasing the number of people working and contributing to society. iJAG students develop character and improve performance needed to realize one's potential for excellence in school, the workplace, as well as continuous self-development. iJAG graduates who are employed full-time repay the cost of their participation within 14 months after graduation through payroll or sales taxes. Additionally, iJAG students across Iowa annually contribute more than 9,000 hours in community service.

## Iowa Jobs for America's Graduates

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[www.ijag.org](http://www.ijag.org)

# Iowa Jobs for America's Graduates Program Overview (continued)

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*V.P. of Strategic Advancement*

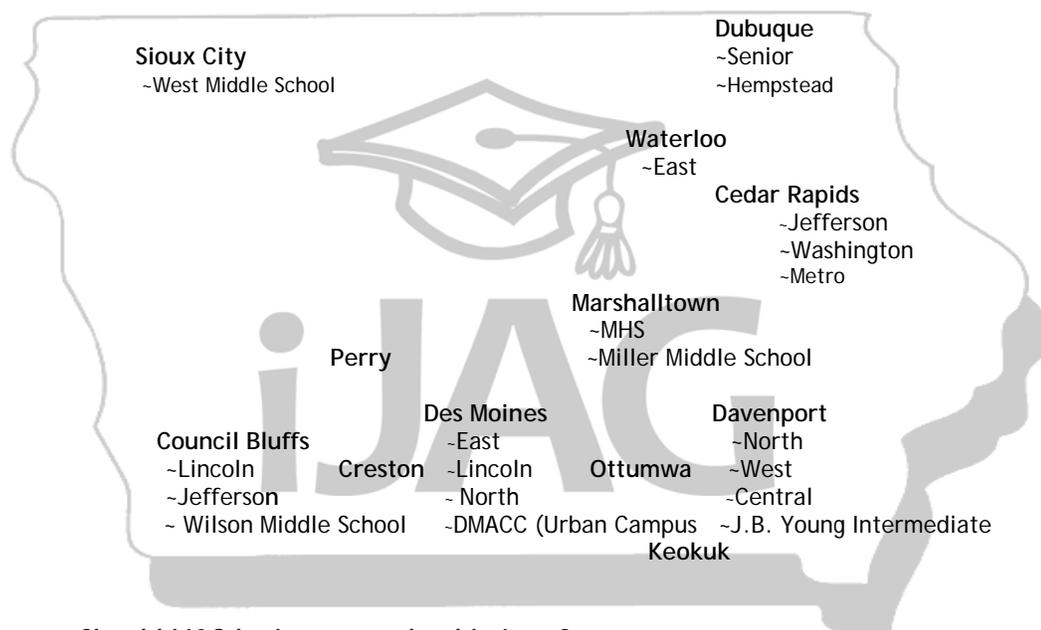
*iJAG is reaching out to the community to identify new and increased support to sustain this valuable program. If you would like more information on iJAG or would like to learn how you can help iJAG ensure academic and career success for its students, please contact Jessica Thornton, VP of Strategic Advancement, at 515-242-5615.*

## Outstanding Performance Outcomes

iJAG consistently exceeds the national JAG standards for performance in the areas of average wages earned by iJAG graduates, job placement rate, enrollment in post-secondary education, and graduation rate.

- 93% of iJAG youth graduate with their class or within one year after their class.
- 96% of graduates are enrolling in post-secondary education, training or the military, are employed full-time.
- In the national JAG network, iJAG graduates have the highest average wage at job placement.

## 2009-2010 Participating Schools



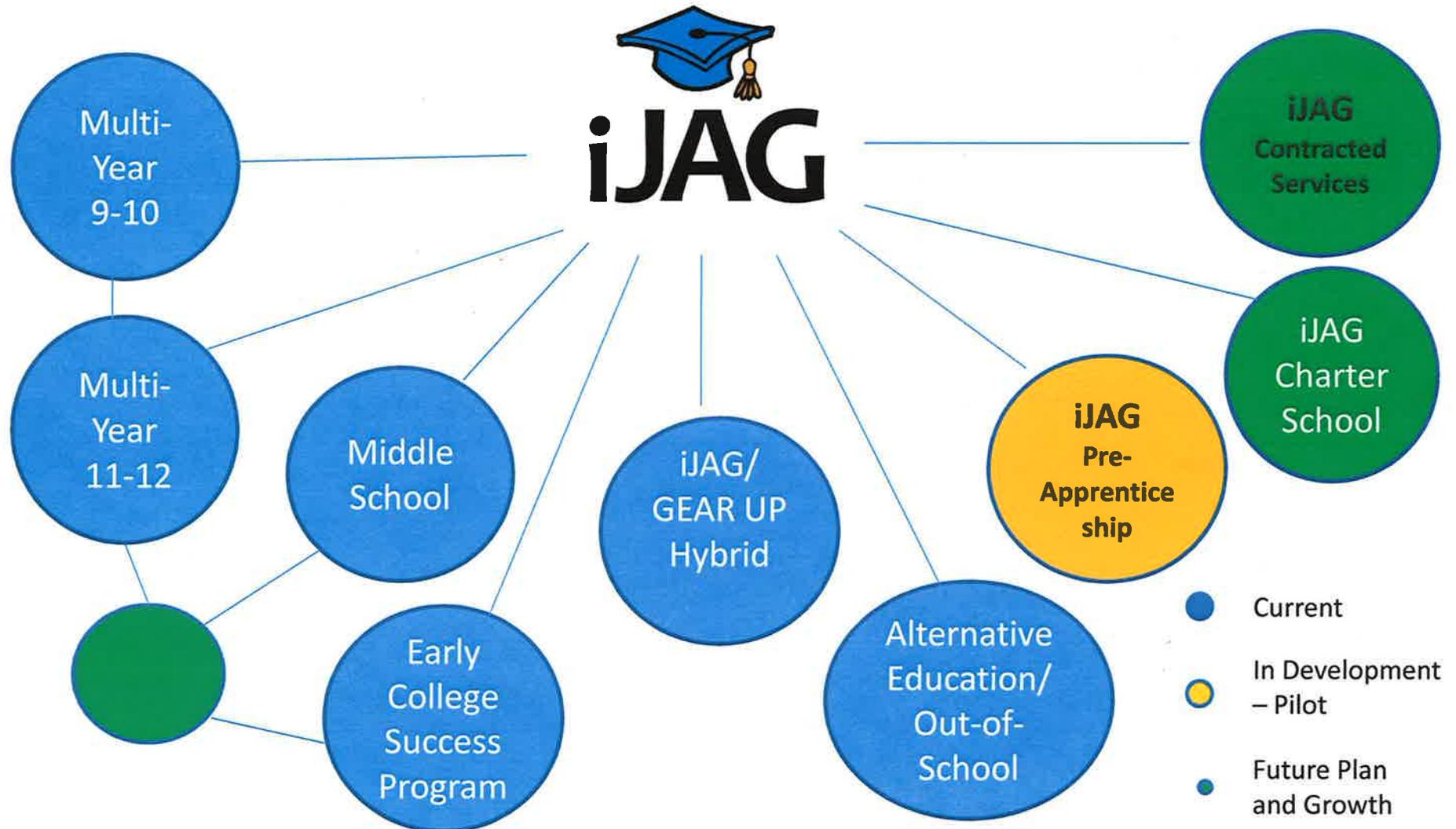
## Should iJAG be in every school in Iowa?

iJAG, through the quality of our services and our proven outcomes, has set the standard for how to best serve disengaged youth within Iowa schools. iJAG is successful because it works in partnership with a school and its community. The goal of iJAG is to become the standard for how to best serve disengaged students, increase graduation rates, decrease drop out rates and offer a proven school-to-career program. For the iJAG program to be successful, it's critical to have programmatic and financial support from the school district, businesses and the community. Twenty seven locations are currently waiting for iJAG to secure additional funding to implement or expand the iJAG program in order to assist students who want and can benefit from our program. iJAG is the smart solution to the drop-out epidemic in Iowa.

## Iowa's Young People...*Our Hope for the Future*



# iJAG Program Application 2009-10



# iJAG

## PROGRAM STATISTICS

School Year	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
	Seniors Only	Juniors & Seniors	Freshman · Senior	Freshman · Senior	Freshman- Senior	Freshman- Senior				
Total # of Sites	10	15	13	10	10	13	17	18	18	21
Total Students Served	297	472	523	413	333	418	595	617	639	776
<b>Demographics</b>										
Female	45%	48%	44%	52%	52%	51%	51%	52%	56%	52%
Male	55%	52%	56%	48%	48%	49%	49%	48%	44%	48%
Minority Students	18%	23%	25%	25%	21%	39%	41%	40%	43%	42%
Living on their own	6%	1%	1%	3%	3%	2%	2%	3%	1%	1%
Low Socio-economic Status (L-SES)								52%	45%	46%
<b>Barriers</b>										
<i>(Academic)</i>										
One or more modal grades behind peers	15%	11%	11%	10%	21%	21%	12%	10%	10%	9%
Low academic performance	69%	65%	72%	48%	58%	59%	57%	50%	50%	54%
Average GPA	1.97	2.00	1.96	2.03	1.98	1.54	2.00	2.03	2.09	2.00
Basic skills deficient (reading & math)	33%	22%	28%	28%	40%	39%	44%	39%	35%	34%
A past record of excessive absences	53%	56%	55%	55%	59%	66%	67%	55%	59%	63%
Lacks marketable occupational skills that are in demand in the local labor market	48%	77%	71%	86%	87%	89%	79%	87%	86%	83%
Average # barriers per student	4.74	5.25	5.66	6.48	7.51	7.24	6.81	6.6	6.5	6.7
<b>Outcomes</b>										
Graduation Rate	94%	93%	93%	93%	92%	95%	92%	93%	94%	
Fulltime Placement Rate(Military, F/T school or wo	90%	83%	80%	93%	93%	91%	83%	85%	81%	
Fulltime Jobs	83%	94%	61%	68%	70%	67%	57%	54%	53%	
Transition to post secondary rate	27%	21%	35%	37%	26%	31%	36%	42%	40%	
Positive Outcomes Rate	73%	84%	82%	82%	82%	75%	73%	87%	85%	
<b>Academic Outcomes</b>										
Average GPA at entry of the program	1.97	2.00	1.96	2.03	1.98	1.54	2.00	2.03	1.96	2.01
Average # absences at entry of the program	17	17	18	12	13	15	15	11	11	11
Average GPA end of program year	2.25	2.39	2.27	2.17	2.06	1.98	2.26	2.11	2.01	2.13
Average absences end of program year	7	9	10	9	10	12	9	5	9	8
<b>Community Service</b>										
Total Hours per year entire state	569	2497	5658	3308	4758	3942	4858	3577	6864	9830



## Iowa Jobs for America's Graduates

### CORE COMPETENCIES

These are the core competencies that the Specialists teach daily in the classroom. All participants are expected to master a minimum of 37 core competencies, grouped into 6 clusters, upon completion of the program.

#### CAREER DEVELOPMENT COMPETENCIES

- A.1 Identify occupational interests, aptitudes and abilities
- A.2 Relate interests, aptitudes and abilities to appropriate occupations
- A.3 Identify desired life style and relate to selected occupations
- A.4 Develop a career path for a selected occupation
- A.5 Select an immediate job goal
- A.6 Describe the conditions and specifications of the job goal

#### JOB ATTAINMENT COMPETENCIES

- B.7 Construct a resume
- B.8 Conduct a job search
- B.9 Develop a letter of application
- B.10 Use the telephone to arrange an interview
- B.11 Complete application forms
- B.12 Complete employment tests
- B.13 Complete a job interview

#### JOB SURVIVAL COMPETENCIES

- C.14 Demonstrate appropriate appearance
- C.15 Identify expectations that employers have of employees
- C.16 Identify problems of new employees
- C.17 Demonstrate time management
- C.18 Follow directions
- C.19 Practice effective human relations
- C.20 Appropriately resign from a job

#### BASIC SKILLS COMPETENCIES

- D.21 Comprehend verbal communications
- D.22 Comprehend written communications
- D.23 Communicate in writing
- D.24 Communicate verbally
- D.25 Perform mathematical calculations

#### LEADERSHIP AND SELF-DEVELOPMENT COMPETENCIES

- E.26 Demonstrate team membership
- E.27 Demonstrate team leadership
- E.28 Deliver presentation to a group
- E.29 Compete successfully with peers
- E.30 Demonstrate commitment to an organization

## **PERSONAL SKILLS COMPETENCIES**

- F.31 Explain the types of maturity
- F.32 Identify a self-value system and how it affects life
- F.33 Base decisions on values and goals
- F.34 Identify process of decision-making
- F.35 Demonstrate ability to assume responsibility for actions and decisions
- F.36 Demonstrate a positive attitude
- F.37 Develop healthy self-concept for home, school and work

## **LIFE SURVIVAL SKILLS**

- G.38 Evaluate a career plan to determine appropriate postsecondary educational options
- G.39 Identify how best to achieve marketable occupation skills for an entry-level job
- G.40 Conduct a job analysis
- G.41 Apply critical thinking skills
- G.42 Demonstrate effective study skills
- G.43 Demonstrate how to use group dynamics techniques
- G.44 Explain the roles and function of a value-added organization
- G.45 Understand the essential elements of high performing work teams
- G.46 Describe how to work and communicate with diverse people at work and in your community to satisfy their expectations
- G.47 Demonstrate techniques for building commitment by others
- G.48 Demonstrate an openness to change
- G.49 Provide constructive feedback
- G.50 Negotiate solutions to conflicts
- G.51 Demonstrate politeness and civility
- G.52 Demonstrate an ability to adapt to people and situations
- G.53 Exhibit work ethics and behaviors essential to success
- G.54 Set and prioritize goals and establish a timeline for achieving them
- G.55 Apply the problem solving process to complex problems
- G.56 Demonstrate an ability to analyze the strengths and weaknesses of self
- G.57 Design and justify solutions by tracking and evaluating results
- G.58 Identify ways to build mutual trust and respect
- G.59 Prepare a short- and long-term personal budget

## **WORK PLACE COMPETENCIES**

- H.60 Demonstrate punctuality and good attendance practices
- H.61 Demonstrate initiative and proactivity
- H.62 Demonstrate how to work effectively with others
- H.63 Demonstrate an attitude that attracts the attention of management
- H.64 Demonstrate an ability to communicate and work with customers to satisfy expectations
- H.65 Demonstrate listening skills, which will result in gaining a clear understanding of information being conveyed
- H.66 Demonstrate an ability to follow and give directions
- H.67 Demonstrate good reasoning skills, which results in thinking first, then taking action
- H.68 Demonstrate integrity and honesty in dealings with internal and external customers
- H.69 Demonstrate a willingness to accept responsibility for one's own actions
- H.70 Demonstrate a commitment in completing work assignments accurately and in a timely fashion
- H.71 Demonstrate an ability to satisfy the purposes of a delegated task
- H.72 Demonstrate an ability to prioritize and manage time effectively in the work place
- H.73 Demonstrate enthusiasm for work
- H.74 Demonstrate an eagerness to learn new responsibilities or improve current responsibilities

- H.75 Demonstrate an understanding of the work to be accomplished
- H.76 Demonstrate familiarity with a variety of technologies
- H.77 Demonstrate ability to self-evaluate and develop a continuous improvement (career development) plan.
- H.78 Demonstrate basic computer operation skills
- H.79 Demonstrate an ability to learn from past experiences and others
- H.80 Demonstrate an ability to send, receive and organize e-mail messages
- H.81 Demonstrate an ability to search for information on the internet

## **ECONOMIC EMPOWERMENT COMPETENCIES**

- I.82 Understand Insurance-Auto, Renters, Home, Health, Disability and Life (Allstate)
- I.83 Practical Money Skills For Life, [www.practicalmoneyskills.com](http://www.practicalmoneyskills.com). (VISA, U.S.A.)\
- I.84 Demonstrate How to Start a Small Business (Allstate)
- I.85 Be successful in dealing with law enforcement when they are enforcing the law (Allstate: The Law and You)
- I.86 Diversity
- I.87 History and You



# EARLY COLLEGE SUCCESS PROGRAM

## A Program Application of the iJAG Model Serving Collegiate Students

### Overview

The **Early College Success Program** (ECSP) will help:

- connect students to a postsecondary education and careers post high-school
- enhance their collegiate experience
- encourage persistence in achieving academic goals and
- raise career aspirations

Students considered “at-risk” have a greater challenge than most in the transition from high school to a postsecondary institution. Whether enrolled in an adult education, career, or academic collegiate degree program, nearly 75 percent of students will not realize their academic and career goals, according to the Stanford School of Business.

The Early College Success Program is designed to increase the number of students who attain their academic and career goals and successfully transition from college into careers within the state.

### Immediate Goal

ECSP will assure postsecondary enrollment, engagement, and completion with direct connection to companies facing workforce shortages. The ECSP will monitor effectiveness in working to reduce the dropout rate at the collegiate level, particularly among students with multiple barriers to success.

### Program Components

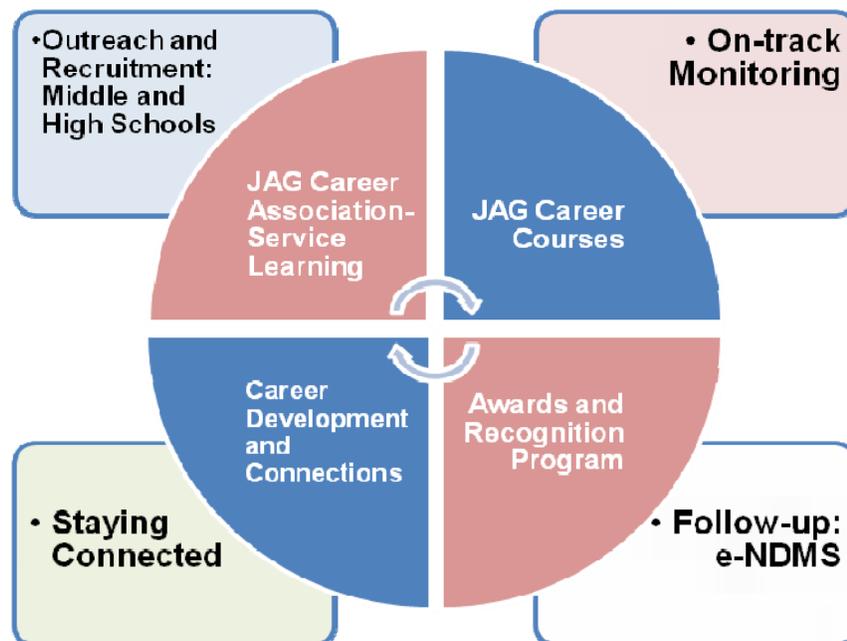
- **Outreach to middle and high school iJAG students** at regular and progressively more frequent intervals by the ECSP Career Coach and collegiate educational outreach specialists.
- **Students in the program will be part of a learning community** during the fall and spring semesters where they will enroll in two courses. The academic and career coach will be the instructor of record for each of the classes and will be classified as an adjunct faculty member at the community college.
  - The College Experience and Study Strategies (*Fall*)
  - Career Planning and Career Seeking Skills (*Spring*)
- **An iJAG Collegiate Career Association Chapter** will be formed and led by students in the Early College Success Program. The Career Coach will serve as the advisor of the chapter. The goals of the Career Association Chapter will be to provide a support group for students and to engage them in service learning projects and activities that afford

them the opportunity to give back to the community, provide opportunities for chapter members to be recognized, and provide members the opportunity to earn scholarships to continue their education.

- **An annual Awards and Recognition Program** will be conducted each year by the iJAG Collegiate Career Association Chapter to recognize outstanding contributions by stakeholders and present awards to chapter members for exemplary service and leadership.
- **Monitoring** will be conducted by the iJAG Career Coach following the first semester with students in the program. The Career Coach will make certain that students are on track toward graduation, collect feedback on the program, and gather data regarding student participation in academic, service-learning and chapter projects and activities.

Monitoring will continue into the second year of enrollment at a community college and will focus on college completion and transition into career employment.

- **Curriculum Connections** will be a combination of customized career planning including opportunities such as career fairs, internships, on-the-job-training, apprenticeships, cooperative work experiences, work-based learning, etc. The goal is for each student to be on track with their chosen field of study and that it will lead them to a living wage job and career advancement opportunities.
- The Career Coach will work with business partners to **connect students to real job opportunities and gain insightful expectations of employers in hiring graduates.**
- **Process and outcomes data will be tracked** for students at various points in the 2-year or 4-year program. Data tracking and monitoring will be facilitated using the JAG Electronic National Data Management System (e-NDMS).





## How Labor & Business Can Get Involved with Iowa Jobs for America's Graduates

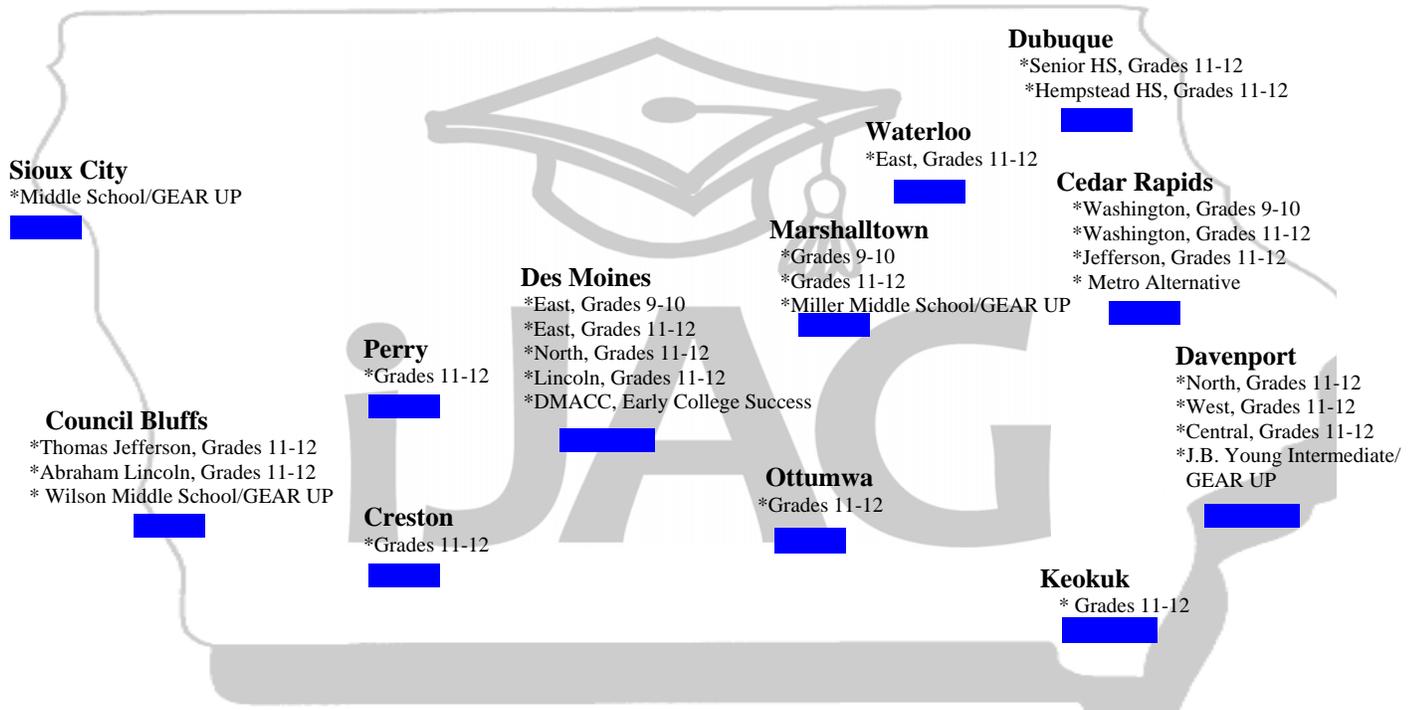
Partnerships are essential to the iJAG program; your labor organization/business can support iJAG in a number of ways to ensure the academic and career success for our students:

- *Invite iJAG to speak at a company function*
- *Offer to speak to an iJAG classroom; representing your business or your occupation of expertise. iJAG introduces career opportunities to our students by introducing them to Iowa business people.*
- *Offer job shadowing or internship opportunities to iJAG students.*
- *Host a tour of your labor organization/business for iJAG students.*
- *Invite iJAG students to participate in your community service events.*
- *Spread the word about iJAG to your co-workers, professional groups and your business network.*
- *Sponsor iJAG to speak at your Chamber of Commerce, Rotary or Business Club event.*
- *Financially support the iJAG program in your community.*
- *Offer in-kind donations to iJAG classrooms such as food, classroom materials or a product that your company produces or sells.*
- *Sponsor a local iJAG fundraiser or special event.*

**Support Iowa Jobs for America's Graduates**

[www.ijag.org](http://www.ijag.org)

**2009 – 2010**  
**iJAG Specialists and Sites**



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Iowa Jobs for America's Graduates

## **BARRIERS TO SUCCESS**

### **ACADEMIC BARRIERS**

- A.1 One or more modal grades behind peers
- A.2 Low academic performance (a grade point of C or below or basic academic skills in the bottom quartile of the class)
- A.3 Basic skills deficient (reading and math in particular)
- A.4 A past record of excessive absences as verified by school officials
- A.5 Has been suspended, expelled or put on probation during high school
- A.6 Has repeated a grade in high school
- A.7 Has dropped out of school previously
- A.8 Limited English proficiency

### **PERSONAL BARRIERS**

- P.1 Special Education certified (verified by school district or agency)
- P.2 Lacks motivation or maturity to pursue education or career goals
- P.3 Emotional disorder, which impairs education or career goals
- P.4 Has a disability (documented disabilities only)
- P.5 Health problems, which impair education or career goals

### **ENVIRONMENTAL BARRIERS**

- E.1 Family environment is not conducive to education or career goals
- E.2 Mother did not graduate from High School
- E.3 Father did not graduate from High School
- E.4 Mother does not work
- E.5 Father does not work
- E.6 Participant is pregnant (when admitted to the program)
- E.7 Has dependent child(ren) in the home
- E.8 Is Parenting. This barrier is claimed when the participant is a parent but one or more children are not living with the participant.
- E.9 Has documented alcohol and/or substance abuse
- E.10 Convicted of a criminal offense other than a traffic violation
- E.11 Has a record of violent behavior
- E.12 Homeless
- E.13 Runaway
- E. 14 Requires childcare during work or school
- E. 15 Needs transportation to and from work or school
- E. 16 Foster Care. Receiving foster care services in a group home or foster parent setting.
- E. 17 Child of Incarcerated Parent. Parent(s) are in the federal or state criminal justice system either in jail, prison, on parole, or on probation. (Must be "currently" engaged with the system. Once probation is concluded, he/she is no longer "engaged" with the system)
- E. 18 Child of Migrant Worker. Parent(s) employment is of a seasonal or other temporary nature which may require absence from the permanent home of residence. (Considered a Migrant Seasonal Farm Worker (MSFW) as tracked by the US-DOL)

## INCOME AND WORK-RELATED BARRIERS

- W.1 Is an economically disadvantaged student as defined by public assistance, AFDC, or free lunch
- W.2 Is a member of a race/ethnic group with a low family income
- W.3 Having inadequate or no work experience
- W.4 Lacks marketable occupational skills that are in demand in the local labor market

### iJAG Average Barriers Per Student Per Year

School Year	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005
Average # barriers per student	4.74	5.25	5.66	6.48	7.51	7.24

School Year	2005/2006	2006/2007	2007/2008	2008/2009
Average # barriers per student	6.81	6.6	6.5	6.7



**Early College Success Program Outcomes  
2009-2010**

<b>Goal:</b>	<b>Benchmark:</b>
• Have a persistence rate of at least 80% (fall to spring).	• 80%
• Have a retention rate of at least 80% (fall to fall).	• 80%
• Completion of a credit, degree-seeking program of at least 80%.	• 80%
• Positive Outcomes Rate (program participants will be employed, enrolled in a post-secondary education institution, or serve in the U.S. military on a full-time basis).	• 90%
• Job Placement Rate (program participants will be in employed in civilian jobs – full or part-time – or serving in a branch of the U.S. military).	• 90%
• 100% of Early College Success Program Participants will participate in at least one job shadow, internship, mentorship, or apprenticeship opportunity while enrolled in the program.	• 100%



**Early College Success Program Time Allocations (Process Measures)  
2009-2010**

	<b>Mentoring &amp; Advocacy</b>	<b>Classroom Instruction</b>	<b>Recruitment &amp; Parent Engagement</b>	<b>Marketing &amp; Program Administration</b>	<b>College Community (student groups)</b>
First Semester					
Second Semester					
Third Semester					
Fourth Semester					
<b>Totals</b>	<b>10%</b>	<b>30%</b>	<b>35%</b>	<b>10%</b>	<b>15%</b>